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AUTHOR Cruthird, J. Robert L.
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ABSTRACT

This paper emphasizes the importance of faculty attention to instructional improvement practices and curriculum development for underprepared college freshmen. Instead of downgrading course content instructors must devise college level instruction that has the following characteristics: (1) interdisciplinary content; (2) student focus; and (3) programmatic approach. Such a curriculum model was successfully integrated into a social science course for college freshmen which directly interfaced the social science subject matter with English and reading courses. The remedial/developmental model was accepted by the faculty as a means of preserving the quality of academic instruction while addressing the needs of underprepared students. The students in the course expressed an openness about their deficiencies as learners and a willingness to focus on overcoming these inadequacies. Most students made use of tutoring and the other supplemental services offered by the program. Improvements were made in achievement and in attendance. (VM)

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Remedial/Developmental Instructions in an Actual Classroom Situation: Interfacing Social Science, English, and Reading

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J. Robert L. Cruthird
Associate Professor
Sociology/Social Science
Kennedy-King College

Direct all correspondence to: J. Robert L. Cruthird, Social Science Department, Kennedy-King College, Chicago, Illinois 60621.

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1986 "Remedial/Developmental Instructions In An Actual Classroom Situation: Interfacing Social Science, English, and Reading"

Abstract

This is a report on the actual classroom implementation of an interdisciplinary curricular model in a remedial/developmental social science course. The fully developed model integrated Social Science, English, and Reading. The major aim of the project was development of the basic structure and contents of a developmental course in social science for underprepared entering freshmen. The overall goal of the project was to improve the basic skills and academic achievement levels of underprepared students. Success at the developmental level would be expected to transfer favorably to the overall success of underprepared students in more advanced college-level courses, especially those necessary to meet requirements for the Associate in Arts Degree offered by the college. The interface of subject-matter with english and reading courses was designed to enrich the experience in Social Science, as well as facilitate the successful adjustment of these high-risk students into the mainstream of academic life at the college.

Introduction

In recent years much attention has been focused on the level of preparation of entering freshmen and subsequent performance in first semester college courses. Some have suggested that less than effective secondary and primary educational experiences did not prepare a great number of students in the skills areas required for successful college entry, such as, critical reading and thinking, communication, and other analytical skills. Others have pointed out the emphasis on occupational preparation especially at the secondary level inspires many students to place less value on academic preparation and the attainment of skills expected of students entering college (State of Illinois Board of Higher Education, 1985). While the concern of inadequate skills on the part of entering college freshmen is widely shared by American educators, not all educational institutions are confronted by this to the same degree. Nevertheless, many colleges and universities have had to direct attention and resources to prepare previously underprepared students to enter and compete effectively in their various academic programs.

It is argued that many entering college freshmen are deficient in basic academic skills. The most common explanation given for noted deficiences is "inadequate preparation at the primary and secondary educational levels." While such statements generally lack the usual documentation, they nevertheless are not out of line totally with what has been uncovered through research at one urban, inner-city community college. From data observed over two successive semesters, it was estimated that close to one-fourth of all students tested in the Reading Test/Placement Program generated total test scores which placed them at the 6.4 or below grade equivalent in reading vocabulary and reading comprehension. With the same data, it was observed that a little better than 46% were at the 8.4 or below total grade equivalency (Cruthird, 1980). Deficiencies in basic college-level skills appeared to negatively affect the academic performances of such students. Even in advance of complete documentation, programs were developed

and implemented in order to monitor, discern special needs, and administer appropriate supportive services to make possible a competitive, quality education for lesser prepared students.

There was an additional matter to be considered with respect to achievement levels of underprepared students in this situation. Other research results have suggested, however disturbingly, a systematic connection between enrollment in noncollateral communication courses and lower academic evaluations for many entering freshmen (Cruthird, 1980). In the absence of sound remedial/developmental strategies classroom faculty may have fulfilled their own prophecies at final grading based on prior knowledge of reading vocabulary/reading comprehension levels of students (Cruthird, 1980; Rosenthal and Jacobson, 1966). This would suggest that this problem not only raises serious concerns about the curriculums taught in such courses but may impact upon the attitudes of faculty and students alike in an uncomplimentary manner.

Yet, the basic problem seems to be disparity between the present level of skill development of entering students who desire to register for basic college courses and college-level skills required for successful completion of such courses. This lack of congruence is thought to increase the likelihood of failure, especially when the selection or assignment process results in students registered for courses in which they are inadequately prepared to compete. On the other hand, attempts by faculty to "adjust" course content and evaluation procedures to compensate for lack of preparation of students, as it is reported some have been encouraged to do, tend to further deteriorate the quality of the academic program at their particular institutions.

Background

The problem of disparity between present levels of skill development of students and minimum skills required for successful completion of basic college

courses is a continuous predicament for inner-city institutions. One urban campus of the City Colleges of Chicago sought to remedy the problem through the use of systematic, rational methods for the selective assignment of students to basic communication courses, along with specifically defined interdisciplinary pedagogy. Their effectiveness in the area of basic social science is examined throughout the text of this report.

Systematic Placement

The California Reading Test is the major instrument used to determine entry level assignments of students in English and Reading courses. Placement procedures include measurement of present levels of reading vocabulary and reading comprehension of students and classifying them into pre-established placement categories. The placement categories correspond with designated entry levels into English courses We note that English 101 is the first college-level course of that discipline. The primary postulates of the Reading Test/Placement Program appear to conform to good theoretical construction: If present levels of development of basic communication skills of students are accurately matched with appropriate English courses, if college resources are used effectively to aid such students in overcoming noted deficiencies, then, students who were considered unprepared initially would have the necessary resources to aid them in becoming competitive learners in the educational environment.

Students not receiving college-level placement in english were required or encouraged to complete their initial college programs with other developmental-type courses, primarily from the liberal arts and sciences. Specifically, program "completer courses" were expected to be selected from appropriate offerings in Biology, Mathematics, Social Science, Speech, and Humanities. These developmental-type liberal arts courses reflect "pre-core" offerings proposed by academic disciplines they represent. The emphasis on the Liberal Arts and Sciences was to assist high-risk students in the attainment of a broad-based academic preparation from which to launch their college experience, rather than the promotion of narrowly specialized skills in a specific job-related areas that may have limited long-term transferability. In addition, one or more college-level core courses from Social Science, Biology, and Humanities are required for the Associate Degree(s) offered by the college.

TIER I and TIER II

The Fall Semester 1984 Schedule of Classes reported the following information about special placement, pre-core courses:

> New students expecting to enroll in the college for six hours or more must take placement tests in Reading and Mathematics. The test results will be used to determine the academic level of core courses open to the student to enhance student academic success in a college career. Those students who desire to be full-time and have shown a need for special assistance by their test results will be placed in one of the TIERS....

At present, the academic program of the college includes two tiers of pre-core courses, TIER I and TIER II. The courses in both tiers are pre-selected and arranged in time blocks, three courses each for TIER I blocks and two courses each for TIER II blocks. The courses listed under the TIER I program were remedial/developmental English, Reading, Social Science, Speech, and Mathematics. The schedule of classes reported the following about TIER I pre-core courses:

> The three courses shown in each block are equvalent to a registration of nine credit hours and must be taken as a unit. The student has a choice in selecting the time block most convenient. The student may select an additional course or courses to provide for three more credit hours to have a full program of twelve credit hours. The additional course or courses must be a first semester selection in the program of their choice.

The TIER I blocked programs were specifically designed for students who enrolled in the college with reading scores of 6.9 or below on the standard reading test administered during registration. Similarly, the TIER blocked programs were designed to accomodate students at a 7.0 grade level or above as determined by the reading test. Courses selected for the TIER II program were second level remedial/developmental English, Reading, Social Science, Speech, Mathematics, and the like. The academic standards for entering freshmen, at that time, required that students establish proficiency at the 10.0 reading level or above on the reading test in order to enroll in the academic program of the college with restrictions.

Purpose

The task was to develop and implement well-directed, pre-core courses to improve basic skills development of underprepared students. The diagnostic testing program for identifying underprepared students was in place and operational, along with academic and career counseling, tutorial services, and the Resource Skills Center with its various components. The remedial/developmental courses would, by design, interface in a positive manner with the academic assistance services already in operation. The overall goal of the project was to define specific remedial/developmental methodology for curriculum development and specify the structure and content of remedial/developmental courses. Our guiding assumption was that specific instructional improvement practices by classroom faculty and attentiveness to curriculum would be effective means of improving and maintaining the quality of academic instructions while meeting the academic assistance needs of underprepared students (Bloom, 1976; State of Illinois Board of Higher Education, 1985). Others have noted the importance of ably prepared faculty and student focused classroom curriculums for the academic achievement of underprepared students, especially in the City Colleges of Chicago (Guskey and Easton, 1983; Ginsberg and Easton, 1983; Easton, Forrest, Goldman and Ludwig, 1983; Easton, Turner, Bennett, 1985). Critical to the overall success of the project was development and implementation of a remedial/developmental, pre-core course in social science.

Operational Model for Remedial/Developmental Social Science

For over two contiguous academic years, "pre-core" social science was listed as part of the course offerings in the Social Science Department. Yet, the basic structure and contents of the course remained unidentified. The available evidence indicated that between Fall Semester 1983 and Fall Semester 1984, one

academic year, the actual number of Social Science 088 course offerings increased from four to eleven sections. Information from departmental meetings indicated that three sections of "pre-core" social science were offered Spring Semester 1984, but double the amount was successfully offered Spring Semester 1985. In addition, eleven sections were scheduled for Fall Semester 1985 and six sections were scheduled for the Spring Semester 1986. Therefore, the development and successful implementation of a developmental-type, pre-core social science course seemed essential to the overall success of underprepared students in that discipline.

Description of the Model

The "pre-core" model for developmental social science included a common syllabus for different sections of the course, appropriate teaching and learning aids, and information exchange sessions for faculty charged with teaching remedial/developmental courses. In addition, faculty in particular disciplines were charged with arriving at uniform criteria defined in quantitative terms for terminal semester evaluations of students. It was expected that standard criteria would greatly aid decision-making when assessing instructional outcomes. In addition, a common reference point would be available to aid the processing of students in different class sections of the course.

The fully developed curriculum model directly interfaced remedial/developmental social science, english and reading courses. This was accomplished through overlap of subject-matter. In particular, many lessons on vocabulary development and use and word forms and usage were included in the design. Our guiding assumption was that greater facility with words would relate positively to reading ability and comprehension. Moreover, classroom faculty in the TIER I Blocks were expected to establish a schedule of regular meetings to communicate their respective roles and responsibilities. These conferences would be used to smooth out the pedigogical boundaries of the particular courses, eliminate instances of extreme redundancy or

inconsistency, and preserve the interdisciplinary character of the block. Our main concern was to regulate shared and/or overlapped subject-matter in order to retain meaningfulness. We thought that the pedigogical strength of adjacent learning units of different courses would be enhanced when overlap of subject-matter was kept within tolerable timits.

The model outlined the three major phases of the course and their attendant subcomponents. Terminal, cognitive objectives were presented for each component of the course along with pre-identified resources useful for accomplishing these aims. These pre-identified resources were found to be extremely "student friendly," a very valuable quality when the concern is to raise the level of preparedness of underprepared students. However, the specific instructor was free to select other resources if his or her pedigogical style mandated substitution (Rownd, et al., 1981). In addition, the completed operational model included suggested teaching and learning strategies, evaluation methods, supportive services, and time parameters for each terminal, cognitive objective along with tasks/exercises and assignments.

Implementation of the Model

The actual classroom implementation of the model operated in three interrelated phases. The phases were sequential and interdependent. The rationale for each unit and affective objectives were presented for each component of the course, along with a list of general references. Each component operated with its own unique set of enabling performance objectives and specific resources. The enabling performances objectives were designed to correspond with the terminal, cognitive objectives. When taken together, the enabling objectives and specific resources constituted an instructional guide to be duplicated and passed out to students as assigned course work in the form of unit study assignments. Therefore, both students and teachers would have a direct reference as to what was to be accomplished for each component of the course.

Instructional Unit I: Basic Academic Survival

This initial phase of the course was designed to sensitize students to the general learning environment of the institution and provide them with basic information to launch their academic careers. It was designed to make students aware of their new status of student-learner and encourage their acceptance of this status as modal among the many others they may hold in everyday life. The early acceptance of the new status of student/learner with attendant roles was expected to help diminish whatever self-doubts and other encumbrances may have existed from other learning experiences. We expected diminished self-doubt to positively relate to improved levels of self-esteem. In turn, improved self-esteem would be expected to lead to the formulation and self-imposition of real demands for academic achievement, to be met with effective pedagogy. The Basic Academic Survival phase of the course was separated into parts, Following Directions and Supplementary Learning Methods/Aids.

Following Directions

This component used multiple stimulations to confront the student with details in the communication process. It sought to stimulate the cognitive world of the learner in such a way as to improve the ability to acquire information through listening and in written form.

A major assumption of this component was that among the many handicaps of underprepared students was the inability to respond to details in the communication process. This inadequacy manifested in nonreceipt of information during lecture/discussions even when students attended regularly. It follows that information not received is not used, which leads directly to low academic achievement with its attendant consequences of low aspirations, motivations, and self-esteem. Our approach moved from the above assumption. We reasoned that improved ability on the part of underprepared students to respond to details in the communication process would have a direct positive effect on their proficiency as learners.

Supplementary Learning Methods/Aids

This component was specifically designed to familarize students with and encourage them to use the various academic assistance resources available to supplement classroom instructions. Classroom instructors have consistently reported that students who are unprepared academically do not utilize academic assistance resources on a regular basis, while these resources were specifically developed to help them overcome their deficiencies. Past experiences have shown that the dilemma is not easily resolved. However, it seemed plausible that if the design of remedial/developmental courses included the use of academic assistance resources, then familiarity with and use of them would come through normal classroom participation. We reasoned that students' early awareness of supplementary learning resources along with continuous encouragement to use them would motivate more students to take advantage of such resources, either on a rountine basis or when specific needs arise. The approach taken in this project recognized that underprepared students may have to be guided into initial contact with academic assistance resources and monitored to some extent until the value of such resources became known. After the initial introduction, students were required to maintain weekly contact with the various agencies that offered academic assistance services.

Affective objectives. The affective objectives for this phase of the course were determined through conferences with faculty colleagues. Students were expected to

1. increase levels of self-esteem.
2. become aware of the importance of expressing ideas clearly and correctly.
3. follow guidelines for class procedures.
4. attend class regularly.
6. become mobile in the general academic environment and utilize academic assistance services and other learning resources.
7. develop and/or enhance skills in giving and receiving information.
8. become proficient in the analysis and evaluation of information.

9. become aware of and use techniques of inquiry and feedback in the communication process.
10. develop and/or enhance the ability to communicate with greater precision.
11. develop and/or enhance the skills of sequence, cause and effect, reading with details, predicting outcomes, and making inferences.

Enabling objectives. The enabling objectives for this phase of the course were listed under four learning units. Students were expected to accomplish the following performance objectives for the specific learning units.

Learning Unit 1

1. Carry out in written form specific directions given verbally.
2. Carry out in written form specific directions given in writing.
3. Report the correct words by follwing step-by-step directions given in writing.
4. Report chapter titles found in the Table of Contents of a book and copy correctly the first sentence of each chapter along with its page number.

Learning Unit 2

1. Use the index of a book to write definitions of all words listed on a word list.
2. Recall and discuss seven points about preparation for taking good notes before class.
3. Discuss and provide examples of good notetaking behavior during class.
4. Recall and discuss six points about taking good notes after class.
5. State and explain the four Rs of notetaking.
6. Use the techniques of previewing and looking back to follow explicit directions and those of the "if...then" variety.

Learning Unit 3

1. Write directions in specific details.
2. Carry out specific directions through visual demonstration.
3. Evaluate and apply information to the development of individualized plans.
4. Develop written plans for an imagined trip with the use of a bus schedule.
5. analyze information presented on tags and labels.

Learning Unit 4

1. Review and discuss supportive services explained in the current Student Handbook provided by the college.

2. Contact a tutor and complete a program worksheet indicating at least two hours set aside each week for tutorial assistance.
3. Acquire useful information from a library by successfully completing a library exercise.

Terminal semester objectives. The terminal semester objectives for this phase of the course were determined through conferences with faculty colleagues and a review of course descriptions of higher level social science courses listed in the college catalog of classes. Students were expected to have mastered requisite skills in areas presented and indicate mastery as instructed.

1. Demonstrate competence following directions from written and verbal sources.
2. Demonstrate competence using the Table of Contents and Index of a textbook.
3. Take functional notes from lectures and discussions.
4. Demonstrate competence giving oral and written directions.
5. Read and interpret directions for manipulative tasks.
6. Read, evaluate and apply information to different situations.
7. Read and analyze timetables and schedules.
8. Read and interpret information on tags and labels.
9. Report supplementary learning methods/aids provided by the college to support its academic program.
10. Provide evidence of an effective learning relationship with a tutor or tutors competent in specific subjects.
11. Use a library effectively.

Instructional Unit II: Contemporary Society

This phase of the course was designed to improve students' proficiency in the analysis and evaluation of social scientific information. Basic social science theories, methods, principles, and concepts were introduced and explained within the general context of contemporary social problems or issues. Our general aim was to stimulate students' curiosity about group life and familiarize them with social scientific tools for uncovering and analyzing the things people do in groups or society. Each unit contained attendant sections on vocabulary development and use. The vocabulary sections contained a rich variety of information to enhance overall "word power" of students at the developmental level.

Social scientific information and general vocabulary development learned at this basic level were viewed as prerequisite skills for higher level social science courses and specialized areas of academic study. But also, skills and knowledge acquired here were expected to enrich the everyday lives of these students in very meaningful ways. Kenon (1982) was the textbook used for instructional units II and III of the course.

Affective objectives. The affective objectives of this phase of the course were determined through review of students' concerns as expressed in previous remedial/developmental social science courses. Students were expected to

1. become confident in the ability to analyze and evaluate social scientific information.
2. develop and/or enhance the ability to communicate social scientific information with clarity.
3. develop a sense of curiosity about group life in society, the various forms and contents of human social behavioral patterns, i.e., how they arise, why they persist, and what consequences they may hold.

Enabling objectives. The enabling objectives for this phase of the course were listed under four learning units. Students were expected to accomplish the following performance objectives for the specific learning units.

Learning Unit 1 - Technology and Social Change

1. Recall three reasons why people travel or wander from place to place.
2. State why in past times artists, writers, and children of wealthy families would travel to Europe.
3. Report how improved methods of transportation have increased the number of people traveling from one place to another.
4. define "tourism" and provide specific examples of positive and negative aspects of mass tourism.

Learning Unit 2 - Parent-Child Relations in Modern Society

1. Define "owe."
2. List and discuss opinions about things parents are said not to owe their children.
3. List and discuss opinions about things parents are said to owe their children

4. Report definitions of the following concepts:

guilt-ridden	loafer
spoiled children	self-esteem
obligations	religious cult
loans	misinformation
scholarships	values
inheritance	

Learning Unit 3 - The Physical Environment in Modern Society

1. Discuss the assertion, "...there is more vandalism and spoiling of walls and monuments today than in the days of the Vandals who took Rome in 477 A.D.
2. Describe how graffiti damage the immediate surroundings and general environment.
3. Discuss the theory that vandalism may, in part, be explained by improved income of families, from working to middle class.
4. Recall how New York City attempted to solve the problem of the use of spray paint to deface public property.
5. Criticize the opinion that damage to important works of art in museums may be a way of showing anger.

Learning Unit 4 - Earth, Space and the Universe

1. Report why scientists put a message on the Voyagers.
2. Recall how long it will take for the Voyagers to get "close" and/or pass "near" the first and second stars in their paths.
3. State why the scientists, "...concluded that the best way to deliver the message was to put it on a special record capable of reproducing images and sounds.
4. Review the contents of the silent and sound sections of the message that was put on the Voyagers.
5. Discuss the possibility of making contact with beings from another solar system.

Terminal semester objectives. The terminal semester objectives for this phase of the course were determined through conferences with faculty colleagues and a review of course descriptions of higher level social science courses listed in the college catalog of classes. Students were expected to have mastered requisite skills in areas presented and indicate mastery as instructed.

1. Demonstrate an understanding of the positive and negative impacts of improved transportation and communication technology on various aspects of social life such as travel.

2. Improve overall "word power" and reading comprehension by learning common idioms, demonstrating mastery of nouns, verbs, adjectives, adverbs, synonyms, prepositions, comparatives, superlatives, pronouns, articles, and relative pronouns.
3. Use common constructions correctly, such as, So...that, No matter, and Should/Ought.
4. Construct indirect questions.
5. Use the past and present perfect tenses correctly.
6. Demonstrate proficiency in sentence combining.
7. Discuss socialization, parent-child relations, and parental responsibility to the child.
8. Recall physical and psychological effects of environmental pollution.
9. Evaluate and assess Earth's attempts to communicate with life beyond its solar system.

Instructional Unit III: Education, Work and Occupations

This phase of the course was designed to direct the experiences of students toward a successful interface of theoretical insights about the world of work with practical experiences they may have had or will have in the world of work. Students were to become informed of the various ways in which people in everyday life meet their basic survival needs, acquire additional satisfactions and comforts, and make decisions concerning their economic affairs. Information acquired here was expected to improve students' competency as citizens and contributors to society. Also, the units of this phase of the course were developed with attendant sections on vocabulary development and use as well as a variety of lessons on "word power." The pedagogical value of this approach was explained previously.

Affective objectives. The affective objectives for this phase were determined through conferences with the Director of Job Placement, Director of Economic Development, and faculty colleagues. Students were expected to

1. become proficient in the use of conventional entry-level skills and techniques useful for finding a job.
2. become aware of normal role prescriptions and proscriptions in the work situation so as to become mobile in the general work environment.
3. gain conficence in the ability to make sound, practical decisions concerning personal economic affairs.

Enabling objectives. The enabling objectives for this phase of the course were listed under five learning units. Students were expected to accomplish the following performance objectives for the specific learning units.

Learning Unit 1 - Finding a Job

1. Review annual earnings of different types of workers.
2. Discuss why the "average salary" may be a misleading figure when considering annyal earnings of different types of workers.
3. Report three general factors listed by economists that may influence people's salaries and discuss exceptions to these factors.
4. Define the "law of supply and demand" and discuss how this principle is said to influence salary levels.
5. Recall how unionization and discrimination may influence salary levels.
6. List and discuss factors that may influence people's choice of work.

Learning Unit 2 - The Job Interview

1. Report what a "wise job seeker" may do to dress properly and avoid being late for a job interview.
2. Discuss the statement, "Most personnel managers admit that they know within the first few minutes of the meeting whether or not they want to hire the person to whom they are talking."
3. Recall three things that make a good impression of job interviewers.
4. Review the role of clothes and general appearance for a job interview.
5. List six things applicants should never do during a job interview.
6. Discuss what it means to "come prepared" for a job interview.
7. Report why it may not be a good thing to brag or lie about past job experiences.

Learning Unit 3 - Starting a Job

1. Recall the effects of more women entering the work force on the following:

    a. family income
    b. changing residential patterns from suburb to city
    c. marriage and family size
    d. childrearing patterns
    e. sex roles in the family

2. Discuss strains in relations between husband and wife that may erupt because of greater work force participation by women--marital destruction or divorce.
3. Discuss changes that have occurred in women themselves as a result of massive entry into the work force.

Learning Unit 4 - Holding a Job

1. Discuss appropriate and inappropriate work behaviors.
2. Demonstrate competence in management of personal income.
3. Review the contents of common agreements between buyers and sellers.

Learning Unit 5 - Education and Society

1. Distinguish between liberal education and scientific or technical training/education.
2. Review and discuss questions surrounding, "What is a good education?"
3. Report the definition of a "good education" during the eighteenth and nineteenth centuries.
4. Review arguments started in the 1930s by American students that college was not preparing them for the "real" world.
5. Recall how colleges and universities revised their programs to satisfy demands of students during the 1950s and 1960s.
6. Recall criticisms of the "practical knowledge" approach to education by graduates and employers.
7. Discuss the assertion by supporters of traditional education that "...the purpose of college education is to enrich and train the mind."
8. Write a short paragraph stating specifically what a "good education" is to you.

Terminal semester objectives. The terminal semester objectives for this phase of the course were determined through experiences gained as a coordinator of a job readiness/training program, various members of the faculty of the college. Students were expected to have mastered requisite skills in areas presented and indicate mastery as instructed.

1. Relate salary levels of different occupations to occupational areas and other sociocultural considerations.
2. Improve overall "word power" and reading comprehension by learning common word forms and usages, such as, nouns, verbs, adverbs, adjectives, and synonyms.
3. Use common constructions correctly, such as, Which and That, To Be Worth It, and It's...Who.
4. Use relative pronouns correctly.
5. Use the active and passive voices correctly.
6. Construct a functional resume.
7. Match special words and abbreviations commonly found on forms with their definitions.
8. Report areas of future job growth.
9. Complete a sample job application correctly.
10. Apply appropriate job interview behaviors to a contrived job interview.
11. Assess the impact of more and more woment entering the work force on other social arrangements in society.

12. Complete the following sample forms correctly:

    a. Withholding Allowance Certificate (W-4)
    b. Union Membership Application
    c. Social Secruity Application

13. Compute and analyze the following:

    a. trainee rating sheet
    b. weekly, monthly, and annual salary
    c. weekly overtime pay with weekly pay
    d. annual union dues
    e. total weekly expenses and net income

14. Relate starting a job to household economy and life's quality.
15. Analyze work situations and report positive and negative work behaviors.
16. Demonstrate proficiency in the management of disposable income.
17. Read and evaluate information on purchase agreements, warranties, and contracts.
18. Analyze the role of a college education in adult life and discuss what it may or may not accomplish for society at large.

Data/Methods

The information used in this report was obtained from a variety of sources. Informal interviews and small group conferences were used to acquire feelings and attitudes of faculty, students, and tutors about the project. As much as possible, individuals were allowed to express their feelings openly and fully about the nature an extent of their involvement and other matters of particular concern to them. Although some questions were asked, they were generally very broad and open-ended. It was our impression that this manner of inquiry allowed the phenomenological essence of feelings and attitudes to emerge. In our view, it was possible to gain greater precision of interpretation of the remedial/developmental experience by allowing those involved to speak subjectively on the matter. This method of data collection has been recognized as being particularly useful when reviewing, recovering, and reporting information about events, circumstances and situations that have occurred in the lives of people. In addition, the more quantitative-type data were extracted from tutorial records and files and terminal semester

grade and class attendance records (see Weiss, 1972:34-42). These data represent 73 students of the special remedial/developmental social science course and 112 students of regular sections of remedial/developmental social science. Tabular analysis was the procedure used to manage the numerical data in this report.

Results

The model developed and discussed in this report attempted to engage social science faculty in instructional improvement practices to improve student's achievement in social science courses. It sought to provide faculty a means of preserving the quality of academic instructions while addressing the needs of underprepared students. The major aim was to enhance the ability of previously underprepared students to enter college and compete effectively in its various academic programs. Therefore, any outcomes must take into consideration the impact of this total effort on faculty and students alike.

Impact on Faculty

Several important questions directed our inquiry as to the impact the special remedial/developmental social science course had on faculty.

1. How did faculty of the Social Science Department receive the remedial/developmental course?

2. What effect did the new course have on the attitudes of faculty of the Social Science Department about the potential of high-risk students to adjust to college-level social science courses?

3. What effect did the new remedial/developmental social science course have on the attitudes of faculty lembers of the Social Science Department about teaching underprrpepared students?

4. How did faculty of the English Department receive the new remedial/developmental social science course in view of its interdisciplinary character?

The Social Science Faculty. Five faculty members of the Social Science Department agreed to review the course. All five agreed to give their views about (1) the general relevance of course content and (2) its potential to enhance the adjustment of underprepared students in college-level social science courses. The questions asked were designed to be broad and open-ended to allow for a free flow of information. These subjective impressions were then sorted to provide responses to the questions of concern. Some of the more salient of these comments were:

> I like the connectedness that is maintained between the three types of objectives for specific learning units of the course.
>
> It is good that we have established content for this social science course; the effort was well worth it.
>
> The department would benefit greatly by having a complete copy of this course on file for use by faculty even in advance of full experimentation and modification.
>
> The course appears well developed with much optional material to be used to accomodate the various teaching styles of faculty members.
>
> The structure of the course is fine, but some of the material may work well for some students and not for others, even in the same classroom. It is good that the model was designed to be flexible enough to be used with optional lessons and other resources deemed appropriate by specific instructors.

The above comments and subjective impressions would suggest that the social science faculty were very much in favor of the developmental-type course they reviewed. The five faculty members who reviewed the model indicated no objections to its various characteristics.

The next task was to uncover the attitudes of the social science faculty about the potential of the course to enhance the adjustment of previously underprepared students in college-level social science courses. Several notable comments were made with regard to these attitudes:

> Much needs to be done in this area. I would consider any effort directed at helping students perform college-level work worthwhile.

> I have reviewed the course and would like a copy to use elsewhere for students who are recent arrivals and are presently learning about American society.

A letter from a faculty member read:

> "Several instructors of the Social Science Department have requested that you make the materials for the remedial/developmental course available to them. This will facilitate their work in the course.

While these comments do not meet the necessary rigor commonly associated with measures of attitudes, they nevertheless indicate an important degree of consensus among social science faculty. The model, substance and form, appeared to be focused on their major concerns, to wit, how to preserve the quality of instructions in the Social Sciences while directly addressing the needs of underprepared students in this academic area. In addition, the most recent class selection process challenged the previously prevailing pattern that remedial/developmental classes were unattractive to more "senior level" faculty members. In the past, the tendency was to select such classes as a last resort in order to complete a four-class teacher program. This tendency was less apparent during the most recent class selection process. Certain faculty members opted for one or more remedial/developmental classes while alternatives were available. We caution, however, that it cannot be determined by our observations whether this represents preference or simply adjustment on the part of faculty members. The complexity surrounds the fact that the total number of course offerings was reduced. It seems plausible, then, that dispositions and attitudes in line with positive expectations about teaching underprepared students may have been at hand. Intuitively, such may have been inspired by the curricular model discussed in this report.

The English Faculty. Turning now to the question of how faculty of the English Department received the remedial/developmental social science course in view of its interdisciplinary character. Five faculty members of the English

Department were actually included as part of the cadre selected to develop interdisciplinary remedial/developmental courses. One of the five faculty served as coordinator of the project. During the phase of development, a schedule of regular meetings and workshops were established and adhered to in order to articulate a consistent interface of subject matter between english, reading, and social science courses. During the phase of implementation and modification, regular conferences were held between faculty of the same block in order to affirm subject-matter, eliminate redundancy, and maintain the interdisciplinary character of adjacent courses. The perceptions and attitudes of faculty of the English Department came out of conversations during these two phases. Several meaningful examples of such discourse is presented in indirect form below:

> Interdisciplinary content for the blocked courses is important because in the past the english faculty had no information about what was taught in social science and vice versa.
>
> The interface of subject-matter should allow both disciplines to more effectively meet the needs of students; it becomes possible for faculty of one discipline to emphasize in their class what was taught in the other.
>
> Most agreed that with knowledge of each others courses, it will be possible for social science faculty to schedule assignments of certain word forms and usages after the mechanics had been covered in corresponding english classes.

The comments of faculty of the English Department were not directed at the specific content of the courses. As a group, they seemed more concerned about the interdisciplinary character of the courses and prospects for english and social science faculty to jointly engage instructional improvement efforts. Nevertheless, these comments would suggest that faculty members of the English Department who participated in the project were responsive to the need for interdisciplinary instructions in the Tier I Block. Furthermore, it may be determined that as a group they felt the most preferred remedial/developmental methodology would necessarily include effective interdisciplinary features.

The attentiveness to interdisciplinary instructions for english and social science was shown to have practical value as well. For example, after reviewing a specific lesson in social science, a faculty member of the English Department revealed that a similar one was taught in the adjacent english course. It was suggested that since the same students were registered in both courses and would not be quizzed in english they receive the quiz in social science. Information about students in need of correctives would be shared with both instructors for appropriate follow-up. Such practical attention to curriculum may not have been possible under earlier conditions. In the past, ethnocentrisms attached to disciplines may have prevented the likelihood of sharing of certain responsibilities between faculty members of different disciplines. Interdisciplinary instructions between english and social science courses have shown the added advantage of lessening the importance of boundaries between disciplines, but rather, encouraging faculty of different disciplines to work jointly to address the needs of underprepared students.

Impact on Students

The next task was to assess the impact of the remedial/developmental course on the students who underwent the implementation experience. A total of 105 students were initially enrolled into four separate sections of the developmental course in social science. Of the total, 73 completed their courses with academic evaluations at the end-of-semester. Seventeen students were "no shows," 14 were administratively withdrawn, and one withdrew voluntarily. Only the 73 students weh endured the entire semester were included in the analyses. But also, of 188 students who initially enrolled in regular sections of remedial/developmental Social Science 088 only 112 endured the entire semester and received academic evaluations. Data from this second group were used to compare end-of-semester outcomes with those of the group that underwent implementation at appropriate points (see table 1).

The following questions guided our inquiry as to the impact of the implementation experience on students:

1. What effect did the project have on students' attitudes about college?

2. What effect did the project have on students' use of tutoring service?
3. What effect did the project have on students' achievement in remedial/developmental social science?
4. What effect did the project have on student retention in remedial/developmental social science?
5. What effect did the project have on students' attendance in remedial/developmental social science?

Attitudes about college. A major assumption of the project was the skill-level deficiencies of entering college freshmen were concomitantly related to low levels of self-esteem from earlier experiences. These residuals tended to limit the ability of underprepared students to fully adjust to the new status of "college student." One important demand placed on the remedial/developmental social science course was that it (1) reduce levels of self-doubt on the part of such students, and (2) positively influence their socio-psychological adjustment to their new status of student/learner. At the end-of-semester, students of the course were asked, "What do you feel about being a college student now that you have completed a full semester?" The questions and responses were verbal. An older student-grandmother reported that she did not do as well this semester as she thought she would, but thinks she can finish college. A former high school dropout who registered in both G.E.D. and college classes said that he knew he was not ready for college and was going to finish G.E.D. and register for college afterwards. A younger college-age student reported that she did not know that college would be "that hard," but had overcame many of the bad habits developed in high school.

On the whole, most students were not precise, but demonstrated remarkable focus with regard to their concerns and articulated clearly their their perceptions of possibilities of accomplishments as students. When taken together, the quality of responses suggested that students who underwent implementation indicated relatively good confidence in their ability to perform adequately. However, there is no systematic basis for claiming the remedial/developmental experience was the single most influential factor in the improved self-esteem of these students. There is cause to think that the implementation experience played a meaningful part, either directly or indirectly.

Use of tutoring services. The use of Tier I tutoring services was a specific design feature of the remedial/developmental social science course. The intent

was to escort underprepared students through the initial contact period and monitor their involvement with this service through an entire semester. Students were required to complete a program worksheet with two hours set aside each week for tutorial assistance. The worksheet was then presented to a Tier I tutor for agreement and signature and returned to the classroom instructor.

Periodic checks with the Coordintor of Tutoring Services revealed that most students of the course kept their agreed upon appointments over the semester. An inspection of tutorial assistance files indicated that the remedial/developmental students requested and received tutorial assistance with social science course work as well as other classes of their academic program. End-of-semester conversations with Tier I tutorial personnel revealed that the greater tendencey was for these students to view tutors as partners who actually took part in the activities of the course, rather than reference sources or interpreters of course work.

Student achievement. The course sought to enhance the achievement levels of underprepared students and improve the likelihood of success in college-level social science courses. Table 1 reports terminal semester data for special remedial/ developmental and regular section social science courses.

Table 1 Terminal Semester Evaluations of Special Remedial/Developmental and Regular Sections of "Pre-Core" Social Science, Fall Semester 1985.

(% in Parentheses)

	Special Remedial/Developmental Social Science (N = 73)		Regular Sections Social Science (N = 112)	
Academic Evaluation	Absolute and Relative Frequency	Cumulative Frequency	Absolute and Relative Frequency	Cumulative Frequency
A	21 (28.8)	28.8	14 (12.5)	12.5
B	16 (21.9)	50.7	22 (19.6)	32.1
C	15 (20.5)	71.2	32 (28.6)	60.7
D	11 (15.0)	86.2	18 (16.0)	76.7
F	10 (13.6)	100.0	26 (23.2)	100.0

It can be determined from the table that 71 percent of the special section students received evaluations of C or better. One-half of the students received an A or B at the end-of-semester. Approximately 28 percent of students who underwent implementation received a D or F at the end-of-semester, while F accounted for less than 14 percent overall. These data compare positively with terminal semester data observed for regular sections of this course. From the table it can be seen that a little better than 60 percent of regular section students received a C or better at the end-of-semester, while A and B evaluations were only slightly better than 32 percent. Furthermore, it can be determined that a little over 39 percent received a D or F at the end-of-semester, while 23.2 percent received a grade of F. These data are not sufficient to establish scientifically that the methods and procedures of the special remedial/developmental Social Science 088 course are proven correctives. The information examined in table 1 remains suggestive, at best. However, it was meaningful to note that the implementation process related in a posivite way to end-of-semester results and in the desired direction.

Student retention. A central concern of the project was the maintenance of high-risk students in the academic program of the college. The methodology developed and implemented in the special remedial/developmental social science course sought to prepare high-risk students for application of social scientific information mastered at this basic level to college-level social science courses and specialized areas. We reasoned that the retention and continued matriculation of high-risk students in social science at a sufficiently high rate would be the minimum prerequisite for any set of procedures designed to enhance the success of underprepared students. The accepted operational definition of retention was receipt of A - D evaluation at end-of-semester. This definition was used for this report. Table 1 shows that 86 percent of students who underwent the implementation experience received A - D evaluations at end-of-semester and were technically eligible for higher level social science courses. However, students who received less than a C evaluation at end-of-semester were advised to repeat the course prior to further attempts at matriculation in social science. The general consensus among faculty members of the Social Science Department was that grades of D and F indicated insufficient mastery of subject-matter and students who received such grades will probably encounter difficulty adjusting to the more complex subject-matter of higher level courses. But also, social science courses at the 200 - level and above generally have a minimum prerequisite of C or better in lower-level courses. Table 1 also presents comparable data for

regular sections of "pre-core" social science. From the table, it can be seen that 76.7 percent of students of regular sections of the course were eligible for further matriculation at the end-of-semester, a difference of approximately 9 percent. The observed difference in retention remains very modest, but does allow for greater confidence in the procedures and methods of the special remedial/developmental social science course.

Student attendance. Regular attendance in class in an important part of any attempt to improve basic skills development of underprepared students. It makes a great deal of sense to expect efforts directed at enhancement of basic skills development and academic achievement levels of high-risk students to motivate them to attend class on a regular basis. Table 2 reports attendance data by terminal semester evaluations for students of special remedial/developmental and regular sections of "pre-core" social science by the number of class-sessions.

Table 2 Semester Attendance by Terminal Semester Evaluations for Students of of Special Remedial/Developmental and Regular Sections of Social Science, Fall Semester 1985.

	Special Remedial/Developmental Social Science (N = 73)						Regular Sections Social Science (N = 112)					
	Two sessions per week			Three sessions per week			Two sessions per week			Three sessions per week		
Academic Evaluation	#Stu	#Days	$\bar{X}$	#Stu	#Days	$\bar{X}$	#Stu	#Days	$\bar{X}$	#Stu	#Days	$\bar{X}$
A	19	526	27.68	2	85	42.50	12	320	26.66	2	81	40.50
B	12	332	27.66	4	177	44.25	16	416	26.0	6	198	33.0
C	8	198	24.75	7	285	40.70	21	484	23.0	11	325	29.54
D	6	88	14.66	5	104	20.80	14	256	18.28	4	119	29.54
F	9	113	12.55	1	19	---	20	238	11.90	6	73	12.16
Total	54	1257	23.27	19	670	35.26	83	1714	20.65	29	796	27.44

Table 2 shows that, on the whole, students who underwent the implementation experience tended to register more frequent attendance in class than those of regular sections of the course. Reading across the table, it can be seen that average semester attendance was higher for special remedial/developmental classes throughout all grade categories except D when compared with regular sections of the course. This pattern prevailed irrespective of whether classes met two or three class-sessions per week. The most striking difference in average semester attendance can be observed when comparing B and C grade categories for classes that met three sessions per week. Notice that when the end-of-semester attendance was 44.25 days for students of special remedial/developmental social science compared to 33.0 average semester attendance for students of regular sections of this course. When end-of-semester grade was C, special remedial/developmental courses that met three sessions per week recorded an average semester attendance of 40.7 days as compared to an average of 29.54 days for regular sections.

When all the attendance data were taken together, the emergent evidence indicated that students of special remedial/developmental social science on balance, attended class at a greater frequency than those of comparable regular sections of this course. The total attendance data in table 2 showed that the average semester attendance for students of special remedial/developmental social science meeting two sessions per week was 23.37 days, while students of comparable regular sections average only 20.65 days, a difference of 2.62 days or better than one whole week of instructional time. In a similar manner, the average semester attendance for students of special remedial/developmental social science meeting three sessions per week was 35.26 days, while students of comparable regular sections averaged only 27.44 days, a difference of 7.82 days or a little better than two weeks of instructional time. The findings of table 2 suggest that the implementation experience interfaced favorably with semester attendance for students who underwent the implementation experience. Such findings are in line with previous analyses

Summary/Conclusions

The project sought to aid previously underprepared students in acquisition of college-level skills needed to compete effectively in various academic programs. Efforts were directed at the development and implementation of instructional improvement practices and bringing this newly created methodology in line with procedures already in existence. The overall aim of these efforts was to enhance the achievement levels of high-risk students entering the college.

The model developed and implemented assumed a broad-based, programmatic approach to remediation, employing interdisciplinary procedures and techniques. The pre-arranged plan of procedure required that students who did not receive college level placement through the Reading Test/Placement Program be placed in either the Tier I or Tier II block of special assistance courses for academic support services. Remedial/developmental pre-core courses in Social Science, English, and Reading for the main support nexus of the two blocks of special assistance courses. The developmental-type, pre-core course in social science presented in this report provided the programmatic base for the subsequent matriculation of high-risk students in the Social Sciences. The operational model presented may be properly described as a remedial/developmental program at the classroom level, with designed overlap of subject-matter of developmental Social Science, English, and Reading rather than isolated unity of instruction in a single subject-area with narrowly circumscribed course content.

Our observations showed that faculty members of the Social Science Department indicated real acceptance of the remedial/developmental model. The structure and contents were considered relevant for the task of directing attention and resources to enhance the ability of underprepared students to compete effectively in social science courses. It is my subjective impression that the project impacted in a very positive manner on the attitudes of social science faculty, in general, about providing academic instructions to underprepared students. We observed a growing tendency of social science faculty to view remedial/developmental classes as attractive alternatives rather than last resorts for completion of a teacher program. On the other hand, the english faculty thought the remedial/developmental model was a needed and necessary articulation of the classes listed in the Tier I block of special assistance courses. The interdisciplinary character of the remedial/developmental model for social science seemed an important dimension in shaping their feelings and dispositions about the project. For the english faculty, the most preferable remedial/developmental methodology would be wholistic in its orientation. The broad-based, programmatic model that came forth from this project seemed particularly suited to satisfy these concerns. As a group, the english faculty seemed particularly delighted with the following features of the model: sharing of course information between instructors of different academic areas; (2) cross-emphasis of subject-matter and cross-application of concepts ; and (3) consistency and uniformity in the introduction of increasingly complex subject-matter.

The students who underwent implementation expressed an openness about their deficiencies as student-learners and a willingness to focus on overcoming such inadequacies. Many opted to forego needed tutorial assistance for various reasons and at various times during the implementation experience. On the whole, the irregular attenders at tutorial assistance sessions seemed unable to balance the tutorial requirement with other demands for time placed on their semester programs, such as, employment and child/family care responsibilities. However, the information at hand and personal observations showed that most students undergoing the implementation experience did utilize tutorial services and other supplementary learning resources, to include, the Resource Skills Center and PLATO computer-tutor services. When considering students' achievement, the implementation experience tended to improve the rate of endurance, generate higher overall terminal semester grades and more grade points for students subjected to the methodology. In fact, seven out of ten students in this category were eligible to enroll in higher level social science courses without suggested restrictions. Only one out of every eight students who underwent the implementation experience did not receive at least one grade point at the end-of-semester. Receipt of at least one grade point at the end-of-semester is the minimum requirement for the definition of retention used for the project. Moreover, our results indicated that the implementation experience had a meaningful impact on classroom attendance. In fact, these students attended class more frequently, maintained greater continuity in instructions, and lessened the need for continuous repetition of instructions.

The information we have observed, analyzed and reported on in this research supports the obvious conclusion that it is of utmost important that classroom faculty pay sufficient attention to instructional improvement practices and curriculum development when seek ways to improve the achievement levels of high-risk, underprepared students. Moreover, well-designed remedial/developmental methodology implemented at the classroom level impacts positively on the attitudes and behaviors of students and faculty alike. Such a methodology would effectively eliminate the need for faculty to downwardly adjust course content and evaluation procedures of college-level courses in order to compensate for deficiencies in basic academic skills of their students. Effective methodology obviates the question of whether the unique pedagogy of faculty betrays academic ethics or contributes to the further deterioration of the quality of the existing academic program, an important concern for institutions serving large numbers of underprepared students. We note that the salient features of of such a

methodology are: (1) interdisciplinary in content; (2) student focused; and (3) programmatic in approach. Assessment and placement are important processes when admitting high-risk, underprepared students into institutions of higher education. While entry may not be contingent upon assessment, assessment does provide evidence of the adequacy of the generic skills possessed by the learner. When basic skills have been found inadequate, it becomes the responsibility of the classroom instructor to develop and implement appropriate methodologies to advance educational achievement until such time that the distinction between generic skills and academic achievement becomes less pronounced.

Again, we caution that the data analyzed in this report did not allow for systematic objective comparisons between special remedial/developmental classes and regular sections. Many of our findings with respect to end-of-semester outcomes remained subjective and impressionistic. Despite limitations of the data, our findings were consistent throughout the report and in line with the aims, procedures, and methods of the special remedial/developmental project. Finally, more research is needed in this area. For example, logitudinal-type studies are needed to explore the long-term impact of remedial/developmental projects, such as this one, on student's achievement levels and academic programs of urban, inner-city institutions.

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